

## **APPENDIX 3C**

### **PRESENTATION OF LEARNING OBJECTIVES: SIMPLIFIED FORMAT IN THE OUTLINE OF INSTRUCTION**

The primary purpose of learning objectives is to tell students what is required to satisfactorily complete a lesson. In essence, learning objectives tell students what they have to do to "pass" a particular part of a course or training program. Ironically, the traditional style of writing learning objectives with complex statements covering conditions and standards can obscure the most essential information for students: the performance or behavior required.

The following options are allowed to simplify the presentation of learning objectives and focus on the performance required.

#### **DELETION OF "THE STUDENT WILL "**

The phrase "the student will" (usually abbreviated "TSW") may be deleted. The phrase is traditionally included in objectives to emphasize that the objectives are statements of required student performance, but it becomes a meaningless repetition in a long list of objectives.

#### **CONVENTIONS PAGE**

One key to simplifying the presentation of learning objectives is the use of a "conventions page." A conventions page presents information that applies either throughout the outline of instruction (the presentation of the terminal and enabling objectives arranged in units and lesson topics in the curriculum outline) or throughout a particular unit.

The conventions page for the outline of instruction as a whole includes translations of abbreviations used throughout the outline, a list of assumed conditions, and any standards that apply throughout the course.

A conventions page for a particular unit includes the reference or authority for correct performance for the objectives in the unit, the level of

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performance required for didactic objectives (if a single level applies for all or most of the objectives), and any abbreviations that are used frequently but are not covered in the curriculum conventions page.

### **HEADERS**

Headers may be used to designate conditions or standards that apply to a series of learning objectives within a lesson, for example:

In a clinical setting and in accordance with PCL X.Y:

X.Y.A Take vital signs

X.Y.B Perform primary assessment

X.Y.C Perform secondary assessment

### **GROUPING LEARNING OBJECTIVES**

When one behavior applies to a number of enabling objectives, the behavior may be shown as a stem and specific targets listed below it. For example, in defining terms, "define" is the common behavior and each term is a specific target for the behavior. Either of the following methods may be used:

X.X.X Define the following terms: hemorrhage, shock, ...

NOTE: The terms could also be listed in column format if desired; it is not necessary to number the terms as learning steps.

OR

List the steps in procedure for:

X.Y.A Taking vital signs.

X.Y.B Performing primary assessment.

X.Y.C Performing secondary assessment.

Use the first method if the specific targets are essentially taught as a group. Use the second if each specific target is addressed as a separate entity.

## **EXPANSION OF ASSUMED CONDITIONS**

Where conditions are obvious from the context of an objective or the lesson itself, no explicit condition statement is required. For example, objectives in a lesson titled "Practical Lab: Venipuncture" need not include the condition "in a laboratory setting with all necessary supplies and equipment available." The lesson title indicates the setting and the necessary supplies and equipment would be expected as a part of that setting (specific equipment and supplies will be listed on the cover page of the lesson topic guide). A list of common assumed conditions will be provided in a conventions page inserted at the front of the outline of instruction.

## **CONDITIONS THAT MUST BE CITED**

Where conditions are not obvious or would run counter to student expectations, they must be explicitly stated in the objective. However, the traditional "Given \_\_\_\_\_" format is not required (e.g., "List the contraindications for ampicillin, using the PDR as a reference" vice "Given the PDR, list the contraindications..."). Please note that the "Given \_\_\_\_\_" format is still allowed (sometimes that is the clearest way to express the condition). In general, settings other than the normal classroom environment and the use of aids need to be stated in the objective or in a header for a series of objectives.

## **SEPARATE CITATION FOR REFERENCES**

The reference or authority for correct performance may be cited on a separate line at the top of the lesson topic page if different references are used for the lessons in a unit (if the same reference is used throughout the unit, place the reference on the conventions page for the unit). This replaces the "in accordance with" reference previously required in the terminal objective and in the header for enabling objectives. In the example below, the terminal objective and enabling objectives would follow the reference citation.

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Lesson Topic 1.2: Medical Terminology

Contact Hours: 4.0     Didactic: 4.0     Lab/Practical: 0.0

Student Reference:         Hale's **MEDICAL TERMINOLOGY FOR MEDICAL  
PARAPROFESSIONALS**

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## **REQUIREMENT TO SPECIFY CONDITIONS AND STANDARDS**

### **WARNING!!!**

Simplifying the format for presenting learning objectives in the outline of instruction **does not** remove the requirement to specify conditions and standards for each learning objective as it is developed. Conditions and standards are still vital parts of learning objectives. All that has changed is **where** repetitive conditions and standards are shown in the documentation.